As we show in Public Impact’s school models, excellent teachers can extend their reach through various roles by: specializing in their best subjects and difficult teaching roles; swapping teaching time for technology using digital instruction in age- and child-appropriate quantities; leading other teachers while co-teaching with them; or teaching larger classes (within reason, and by choice).

When the shortage of teachers is extreme, great teachers can work remotely, with help from on-site paraprofessionals who nurture the whole child. Remotely located teachers can use tools such as webcams, online whiteboards, and email to teach and connect with students who are down the hall or across the nation.

Combining models can help great teachers make the best use of time and talent—expanding their impact on students and peers, while saving some school-day time for planning, collaboration, and development.
School Model Snapshots

**Multi-Classroom Leadership**
Teachers with leadership skills both teach and lead teams or “pods” of other teachers in order to share strategies and best practices for classroom success. Responsible for achieving high growth for all classrooms in the pod, the teacher-leader determines how students spend time and tailors teachers’ roles according to their strengths.

**Elementary Specialization**
A school’s best teachers teach only their best subject(s)—such as math/science or language arts/social studies—while teammates take care of students the rest of the time and cover administrative work. This allows specialized teachers to instruct multiple classrooms of students and gain more time for planning and collaboration.

**Remote Teaching**
Schools without enough excellent teachers can enlist accountable remote teachers down the street or across the nation. Remote teachers use technology to provide live, but not in-person, instruction, while on-site teammates manage administrative duties and develop the whole child.

**Time-Technology Swaps**
Students spend part of the day engaged in self-paced digital learning. Digital instruction replaces enough of top teachers’ time that they can teach more students, using face-to-face teaching time for higher-order learning and personalized follow-up. Teachers can use part of their freed time for planning and collaboration. A related model calls for a Time Swap without technology, replacing digital instruction time with time for offline skills practice and projects.

**Class-Size Increases**
Excellent teachers teach larger classes, by choice and within limits, in some cases shifting students from other teachers’ classrooms.
Good, solid teachers who have not yet achieved consistent excellence can join teams on which they can collaborate, extend the reach of the team, learn from outstanding peers, and potentially earn more.

Each model creates meaningful career paths for teachers and generates savings that schools can use to pay excellent teachers—in some cases all teachers—a lot more, within available budgets.

**Career Paths for Teachers in An Opportunity Culture**

In most schools, “career advancement” for teachers involves leaving the classroom and direct work with students for a role as a school principal or other administrator. The few “master” or “mentor” specialist roles available rarely give mentors real authority or credit for the results of those they mentor. Many actually remove great teachers from direct responsibility for student outcomes. When they pay more, these roles are often supported by temporary funds.

In an Opportunity Culture, reach extension models create multiple career paths that enable all teachers and staff to develop and contribute to excellence immediately, within budget. All models also let excellent teachers continue their direct interaction with students.

- **Direct-reach roles** allow teachers to reach more students directly, alone or on a team.
- **Support teacher roles** allow teachers who are effective, but not yet highly effective, to contribute to excellence while learning on the job.

Teachers have a variety of **sustainably paid career paths in reach-extended roles** that match different school models. For example:

- **In a Time-Technology Swap**, students spend some time learning basic material through digital instruction—as little as an hour online per day. This allows **blended-learning teachers** to teach additional students, and to focus on personalized instruction and students’ higher-order thinking skills. Schools can provide these teachers with additional school-day planning time by limiting student loads. Teachers advance by teaching more students with excellent outcomes.
- **In Elementary Specialization, classroom specialists** teach their best subject(s). Schools can reduce teachers’ noninstructional duties so they can reach more students and have time for school-day planning and collaboration. Teachers advance by teaching additional classes with excellent outcomes.
- **In Multi-Classroom Leadership, teacher-leaders** continue to teach while leading and developing pods of other teachers who use their methods and materials with multiple class-rooms of students. Teacher-leaders, who are accountable for all students’ learning, advance by leading more classes and teachers with excellent outcomes.

- **In a class-size increase model, large-class teachers** advance by teaching more students with excellent outcomes (within limits, and by choice). Note: Few pilot Opportunity Culture schools have chosen to use this model alone. Although it requires the least change in school processes, it maintains the one-teacher-one-classroom mode, and does not create a natural team of teachers who can help one another succeed. By combining technical class-size increases (increased student:teacher ratios) with Time-Technology Swaps or Elementary Specialization, teachers can reach more students **while maintaining or decreasing the number of students in a class** with a teacher at any given time. Teachers can gain school-day planning and collaboration time in some combinations, too. Schools must plan class-size increases carefully to serve students’ and teachers’ interests in great instruction.

In each school model, **schools increase teachers’ responsibility, pay, and impact with each designated level** of increased student reach (see table on page 4).

Teachers can serve in **team roles in an Opportunity Culture, with or without extending their reach.** When teams swap a teaching role for a paraprofessional to supervise digital learning, homework-at-school, and projects, all teachers extend their reach—and all teachers can earn more, within budget. When teacher staffing ratios stay on par, team teachers do not earn more but may benefit in other ways. (See Multi-Classroom Leadership financial model for detailed calculations.) For example, new teachers, experienced teachers who want to achieve higher levels of excellence, and those who prefer focused roles can work as team teachers led by teacher-leaders, who are responsible for each team member’s success and development. Team teachers can learn from teacher-leaders’ methods and materials, while teaching specific subjects/topics or playing focused roles. Team teachers can advance their careers by demonstrating excellence and playing broader roles that allow teacher-leaders to lead more classrooms successfully. Team teachers who demonstrate consistent excellence and peer leadership can move into teacher-leader roles, too.

Another example is professional tutoring, a highly focused team role. These teachers routinely deliver small-group and individual instruction to students as assigned by their lead teachers. Professional tutors can advance their careers by adding data assessment and planning that enables other teachers to extend their reach (in multi-classroom models, for example), or by teaching advanced or specialized content.
Summary of Teacher Career Paths and Roles in Opportunity Culture School Models

<table>
<thead>
<tr>
<th>Path</th>
<th>Direct-Reach Teacher</th>
<th>Multi-Classroom Leader</th>
<th>Support Teacher</th>
<th>District- Funded Teacher-Leader</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roles</td>
<td>Elementary Specialized Teacher</td>
<td>Blended-Learning Teacher</td>
<td>Multi-Classroom Leader</td>
<td>Design Specialist*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expanded-Impact Teacher (low-tech)</td>
<td></td>
<td>Leadership Coach (of Multi-Classroom Leaders)</td>
</tr>
<tr>
<td>How is reach extended?</td>
<td>Teaching best subject to more classes, while reducing other duties</td>
<td>Swapping portion of time with paraprofessional-supervised skills practice and projects—digital or offline—to teach more students</td>
<td>Increasing class sizes, within limits and by choice</td>
<td>Producing materials that reach students across schools in the district, or coaching multi-classroom leaders across schools</td>
</tr>
<tr>
<td>School Model</td>
<td>Subject Specialization (Elementary)</td>
<td>Time-Tech Swap Time-Time Swap</td>
<td>Class-Size Changes</td>
<td>Multi-Classroom Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Curriculum and assessment designers are common examples.

Schools can tailor roles and positions to match teachers’ demonstrated capabilities and career interests closely, helping them retain and increase the impact of the excellent teachers schools already have—while developing more teachers’ excellence. Teachers can move across these paths over the course of their careers, and some roles may be combined. Pay will vary at each level and across paths, but each design makes it possible for teachers to earn significantly more based on their excellence, leadership, and student impact. Most of the models also provide teachers with unprecedented time during school hours for team collaboration and development—helping new teachers and good, solid teachers produce much better outcomes through teamwork with their already-excellent peers. For more detailed information on career paths in an Opportunity Culture, visit the Teachers Career Paths page on OpportunityCulture.org.

**PAYING TEACHERS MORE IN AN OPPORTUNITY CULTURE**

All of the models to extend excellent teachers’ reach free funds, which schools can use to pay teachers more. Using reach extension models, schools can increase pay for excellent teachers by at least 20 percent and as much as 130 percent—within current budgets, and without increasing class sizes.

Reach extension enables excellent teachers to reach more students, which frees per-pupil funds that then become available to support those teachers’ work. This is the fundamental way that each model produces financial savings to fund higher pay. But schools can use reach extension models to free additional funds in other ways, too. These include:

- **Replacing a team-teaching position with a paraprofessional,** who can cover noninstructional tasks for multiple, excellent teachers who extend their reach (e.g., digital learning monitors and learning coaches). This saves teachers time and enables schedule changes that let teachers collaborate and improve during school hours.

- **Shifting excellent, non-classroom instructional specialists back into classrooms in higher-paid reach roles,** when not needed to achieve excellent outcomes (keeping staff to support English language learners and students with special needs). Note: In some districts, these non-classroom positions may be paid for out of the district budget rather than school-level budgets. The district should work with schools designing Opportunity Culture models to allow them to reallocate those positions.

- **Reallocating other spending** that could be better used to pay classroom teams and team leaders more. For example, many
districts spend large sums on professional development that could be used to enhance the pay of teachers who take full responsibility for the student outcomes and development of whole teams of teachers (i.e., multi-classroom leaders).

* Reducing new facilities costs by constructing fewer walls for fewer, larger rooms in new schools (for digital labs or combined digital/face-to-face classrooms).3

* Offering some team-teaching roles with lighter workloads than typical teaching positions (for example, teaching fewer students or working shorter hours, such as 40-hour weeks instead of today's 50-hour average), with proportionally lower pay.

* Increasing class sizes slightly (within limits, and by a teacher's choice), but keeping instructional group sizes on par or smaller.

The savings available in each reach model depend on schoolwide implementation in most cases. Small efforts in just a few classrooms will not generally produce the same educational benefits for students and financial benefits for teachers. In addition, the savings are partially offset by new costs, such as: purchasing digital-learning software and other tools to support technology-and remote-based models; making facilities changes in existing schools; and obtaining design assistance to choose and tailor reach models. In schools choosing to make fast transitions, tenured and contract-protected teachers who do not continue as full classroom teachers or take reach-extended roles may need to be paid above the going rate of their new positions.

Schools can use their newfound savings for higher teacher pay and other important priorities (see summary tables on page 6). District leaders and school design teams can pay all participating teachers equally more based on student reach, and use this enhanced pay to strengthen recruiting and hiring criteria. Schools might choose instead to pay all participating teachers somewhat more, but reserve even higher salaries for their most effective teachers who take responsibility for more students. Or, schools can reserve pay supplements only for participating teachers who achieve a threshold level of excellence with students with some consistency (e.g., two out of three years). For example:

* An elementary school using subject specialization schoolwide can distribute freed funds equally among all its specializing teachers by paying each of them more, within available budgets. Specializing teachers’ pay can rise an estimated 22 to 43 percent in this model, depending on the number of non-classroom specialists who moved back into classroom roles.3 This enables reach-extended teachers to earn as much as $24,000 annually over today's average teacher salaries.4

* Teacher-leaders in the multi-classroom leadership model can engage paraprofessionals instead of teachers to complete paperwork and supervise students' noninstructional time. This shift frees school funds to pay all team teachers more, and still provide a substantial additional supplement to teacher-leaders. If a school dedicates its entire savings to paying teacher-leaders more, their pay can rise an estimated 67 to 134 percent, depending on the number of classrooms they oversee and the number of non-classroom specialists returning to classroom roles. This can enable teacher-leaders to earn as much as $73,000 annually above today’s average teacher salaries.5

* Using the time-technology swap (rotation) model schoolwide, a school can pay all participating teachers an estimated 23 to 41 percent more, depending on the amount of time students spent in digital learning, and the number of non-classroom specialists. This enables participating teachers to earn as much as $22,000 annually over today’s average teacher salaries. If the school chooses to reserve or increase pay supplements for blended-learning teachers who consistently achieve a specific level of growth with their students, those teachers can earn even more.6

In each of these models, schools and districts can also dedicate money saved by reach models to other school priorities. They can, for example, fund excellent teachers’ time to contribute to schoolwide development, such as by developing, leading, training, and evaluating other teachers and staff. Schools can increase development and collaboration of all teachers, such as by funding time for teachers to collaborate with teammates. Or they may choose to increase learning personalization and enrichment, such as by adding instructional time to students’ days or school years, or by providing more small-group and individual instruction.

**THE PROMISE OF AN OPPORTUNITY CULTURE**

For many teachers, the chances to pursue teaching excellence, reach more students, improve through daily on-the-job professional learning and collaboration, continue advancing their careers, and help their peers succeed are the best benefits of an Opportunity Culture. Appealing opportunities also arise for greater job flexibility, such as part-time work, focused roles with shorter-than-average workweeks, and other individualized arrangements—options already available to strong performers in most other professions.

But by adopting one or more of the school models described here to extend the reach of excellent teachers, state and district leaders can also pay excellent teachers, and in some cases all teachers, significantly more—within available budgets. Schools can offer all teachers meaningful opportunities for development, collaboration, and career advancement. Better still, education leaders can advance student achievement by providing more students with access to the excellent teachers they need and deserve. The end result: An Opportunity Culture for all.
Potential Pay Increase Percentages Available to Excellent Teachers in Three Elementary-Level Reach-Extension Models

<table>
<thead>
<tr>
<th>Ways to Extend Reach →</th>
<th>Elementary Subject Specialization</th>
<th>Multi-Classroom Leadership</th>
<th>Time-Technology Swap—Rotation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom Specialist Can Earn:</td>
<td>Teacher-Leader Can Earn:</td>
<td>Blended-Learning Teacher Can Earn:</td>
</tr>
<tr>
<td>With Low Starting Percentage of Non-Classroom Specialists</td>
<td>22%–31% More</td>
<td>67%–97% More</td>
<td>23%–27% More</td>
</tr>
<tr>
<td>With High Starting Percentage of Non-Classroom Specialists</td>
<td>33%–43% More</td>
<td>104%–134% More</td>
<td>36%–41% More</td>
</tr>
<tr>
<td>When Also Paying Team Teachers up to 25% More</td>
<td>N/A</td>
<td>Up to 79% More</td>
<td>N/A</td>
</tr>
<tr>
<td>When Also Paying Team Teachers up to 10% More</td>
<td>N/A</td>
<td>Up to 109% More</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note 1. Figures expressed as “percentage more than average pay.” Schools save more when starting with higher percentages of non-classroom specialists, because savings are higher per class as these teachers’ positions are shifted back into classroom roles.

Note 2. Some portion of savings may be reallocated to all teaching staff or other priorities, not just excellent teachers. We present two example figures in the Multi-Classroom Leadership column when paying team teachers 10% and 25% more than average, which are modeled in the companion figures in the Elementary Subject Specialization and Time-Technology Swap columns.

Note 3. See the following briefs for detailed calculations and multiple scenarios of net savings and pay increase potential, including data sources, at http://opportunityculture.org/reach/pay-teachers-more:

| Financial Planning for Elementary Subject Specialization |
| Financial Planning for Multi-Classroom Leadership |

Potential Pay Increase Percentages Available to Excellent Teachers in Two Secondary-Level Reach-Extension Models

<table>
<thead>
<tr>
<th>Ways to Extend Reach →</th>
<th>Time-Technology Swap</th>
<th>Time-Technology Swap + Multi-Classroom Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>in a Large Secondary School</td>
<td>Blended Learning Teacher Can Earn:</td>
<td>Teacher-Leader Can Earn:</td>
</tr>
<tr>
<td>Teaching 22 or 23 periods a week, freeing 7 or 8 additional planning periods</td>
<td>Up to 26% more</td>
<td>N/A</td>
</tr>
<tr>
<td>Blended-learning team teacher: Teaching 25 periods per week, freeing 5 additional planning periods</td>
<td>Up to 22% more</td>
<td>Up to 67% more</td>
</tr>
<tr>
<td>Multi-Classroom Leader: Teaching 15 periods per week, freeing 15 additional leadership/planning periods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ways to Extend Reach →</th>
<th>Time-Technology Swap</th>
<th>Time-Technology Swap + Multi-Classroom Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>in an Average-Size Secondary School</td>
<td>Blended Learning Teacher Can Earn:</td>
<td>Teacher-Leader Can Earn:</td>
</tr>
<tr>
<td>Teaching 16 or 19 periods per week, freeing 4 to 9 additional planning periods</td>
<td>Up to 24% more</td>
<td>N/A</td>
</tr>
<tr>
<td>Blended-learning team teacher: Teaching 19 or 21 periods per week, freeing 4 to 6 additional planning periods</td>
<td>Up to 20% more</td>
<td>Up to 67% more</td>
</tr>
<tr>
<td>Multi-Classroom Leader: Teaching 15 periods per week, freeing 10 additional leadership/planning periods</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note 1. These assume a reduction in 2 to 4 non-classroom specialists, depending on the scenario.

Note 2. Some portion of savings may be reallocated to all teaching staff or other priorities, not just teachers who extend their reach.

Note 3. The number of class periods teachers teach affects both the pay increases and number of new free periods that reach models provide to teachers. See Financial Planning for Secondary-Level Time-Technology Swap + Multi-Classroom Leadership for detailed calculations and multiple scenarios of net savings and pay increase potential, including data sources, at http://opportunityculture.org/reach/pay-teachers-more.
Notes


2. In practice, the net savings available to pay teachers more and fund other priorities differs by school model, local wage differentials between teachers and other school staff, and the specific staffing and technology decisions made by school design teams. For more information, see Public Impact’s Financial Planning Summary and financial planning briefs for selected reach models at http://opportunityculture.org/reach/pay-teachers-more/.

3. We use the term “non-classroom specialists” to refer to individuals who coach teachers and/or teach non-special population students in core subjects, such as literacy or math specialists, and remedial or gifted specialists.

4. For more detail about financial savings in this model and information about data sources and assumptions, see Public Impact’s brief on financial planning for elementary subject specialization at http://opportunityculture.org/wp-content/uploads/2012/07/Financial_Planning_Elem_Subject_Specialization-Public_Impact.pdf.


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